

## Publikationen Anne Deiglmayr (geb. Meier)

### Artikel in internationalen Fachzeitschriften mit Peer-Review

--- im Druck / erschienen (chronologisch)---

- Deiglmayr, A., Stern, E., & Schubert, R. (2019). Beliefs in “brilliance” and belonging uncertainty in male and female STEM students. *Frontiers in Psychology*, 10 (1114), 1-7. <https://doi.org/10.3389/fpsyg.2019.01114>
- Mazziotti, C., Rummel, N., Deiglmayr, A. & Loibl, K. (2019). Probing boundary conditions of Productive Failure and analyzing the role of young students’ collaboration. *Npj Science of Learning*, 2, 1-9. <https://www.nature.com/articles/s41539-019-0041-5>
- Schalk, L., Edelsbrunner, P., Deiglmayr, A., Schumacher, R., & Stern, E. (2019). Improved application of the control-of-variables strategy as a collateral benefit of inquiry-based Physics education in elementary school. *Learning and Instruction*, 59, 34-45. DOI: [10.1016/j.learninstruc.2018.09.006](https://doi.org/10.1016/j.learninstruc.2018.09.006)
- Deiglmayr, A., Grabner, R., Nussbaumer, D., & Saalbach, H. (2018). Gesund und kompetent: Beanspruchungserleben, gesundheitliche Beschwerden und Berufseignung – Eine Studie mit Schweizer Lehramtsstudierenden. *Beiträge zur Lehrerinnen- und Lehrerbildung*, 36 (2), 262-281.
- Deiglmayr, A. (2018). Instructional scaffolds for learning from formative peer assessment: effects of core task, peer feedback, and dialogue. *European Journal of Psychology of Education*, 33(1), 185 – 198. [Link to read-only SharedIt version] DOI: [10.1007/s10212-017-0355-8](https://doi.org/10.1007/s10212-017-0355-8)
- Deiglmayr, A., & Schalk, L. (2015). Weak versus strong knowledge interdependence: A comparison of two rationales for distributing information among learners in collaborative learning settings. *Learning and Instruction*, 40, 69 – 78. DOI: [10.1016/j.learninstruc.2015.08.003](https://doi.org/10.1016/j.learninstruc.2015.08.003)
- Plesch, C., Deiglmayr, A., Mullins, D., & Spada, H. (2014). Future core research areas and associated research challenges for technology-enhanced learning: Results of an international Delphi study. *International Journal of Technology Enhanced Learning*, 6(2), 164 - 185. DOI: [10.1504/IJTEL.2014.066861](https://doi.org/10.1504/IJTEL.2014.066861)
- Deiglmayr, A., Paus, E., McCall, C., Mullins, D., Berthold, K., Wittwer, J., Krämer, N., & Rummel, N. (2013). Towards an integration of the learning perspective and the communication perspective in computer-supported instructional communication. *Journal of Media Psychology*, 2 (4), 180-189. DOI: [10.1027/1864-1105/a000101](https://doi.org/10.1027/1864-1105/a000101)
- Deiglmayr, A., & Spada, H. (2011). Training for fostering knowledge co-construction from collaborative inference-drawing. *Learning and Instruction*, 21(3), 441-451. DOI: [10.1016/j.learninstruc.2010.06.004](https://doi.org/10.1016/j.learninstruc.2010.06.004)
- Deiglmayr, A., & Spada, H. (2010a). Collaborative problem-solving with distributed information: the role of inferences from interdependent information. *Group Processes and Intergroup Relations*, 13(3), 361-378. DOI: [10.1177/1368430209342259](https://doi.org/10.1177/1368430209342259)
- Deiglmayr, A., & Spada, H. (2010b). Developing adaptive collaboration support: the example of an effective training for collaborative inferences. *Educational Psychology Review*, 22(1), 103-113. DOI: [10.1007/s10648-010-9119-6](https://doi.org/10.1007/s10648-010-9119-6)

Meier, A., Spada, H., & Rummel, N. (2007). A rating scheme for assessing the quality of computer-supported collaboration processes. *International Journal of Computer-Supported Collaborative Learning*, 2(1), 63-86. DOI: [10.1007/s11412-006-9005-x](https://doi.org/10.1007/s11412-006-9005-x)

### **Buchkapitel**

Ziegler, E., Deiglmayr, A., Schalk, L., & Stern, E. (2018). Kognitive Entwicklung im Jugendalter. In: B. Gniewosz & P. Titzmann (Hrsg.): *Handbuch Jugend* (S. 165-183). Stuttgart: Kohlhammer.

Deiglmayr, A., Schalk, L. & Stern, E. (2017). Begabung, Intelligenz, Talent, Wissen, Kompetenz und Expertise: eine Begriffsklärung. In: Ulrich Trautwein und Marcus Hasselhorn (Hrsg.) *Begabungen und Talente*. (S. 1–16). Göttingen: Hogrefe.

Deiglmayr, A., & Stern, E. (2017). Individuelle Förderung von Lernprozessen: Kommentar. In U. Hartmann, M. Hasselhorn, & A. Gold (Hrsg.), *Entwicklungsläufe verstehen – Kinder mit Bildungsrisiken wirksam fördern*. Forschungsergebnisse des Frankfurter IDeA-Zentrums (S. 403–410). Stuttgart: Kohlhammer.

Mullins, D., Deiglmayr, A., & Spada, H. (2013). Motivation and emotion shaping knowledge co-construction. In M. Baker, J. Andriessen & S. Järvelää (Eds.), *Affective learning together: social and emotional dimensions of collaborative learning* (S. 139-161). London: Routledge.

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Rummel, N. & Meier, A. (2008). Common Ground und Grounding. In N. Krämer, S. Schwan, D. Unz & M. Suckfüll (Hrsg.) *Medienpsychologie: Schlüsselbegriffe und Konzepte. Reihe: Lehr- und Studienbücher der Medienpsychologie* (S. 329-335). Stuttgart: Kohlhammer.

Hauser, S., Spada, H., Rummel, N., & Meier, A. (2007). Kooperation über räumliche und fachliche Grenzen hinweg – Probleme und Lösungsmöglichkeiten. In: G. Schneider, B. Couné, C. Gayer, E. Vögele, & C. Weber (Eds.). *Neue Medien als Schrittmacher an der Universität Freiburg. Wie Informations- und Kommunikationstechnologien Studium, Verwaltung und Forschung verändern* (S. 355-364). Freiburg: Universitätsbibliothek.

### **Artikel in Fachzeitschriften ohne striktes Peer-Review**

Deiglmayr, A., & Schalk, L. (2012). Vermittlung und Anwendung psychologischen Wissens und Handelns in der Lehrerbildung. *P&E Psychologie und Erziehung*, 2.2012, 22 - 27.

Plesch, C., Kändler, C., Deiglmayr, A., Mullins, D., Rummel, N., & Spada, H. (2012). Lo studio Delphi di STELLAR sul Technology Enhanced Learning [Die STELLAR Delphi-Studie zu Technology Enhanced Learning]. *Tecnologie Didattiche*, 20(3), 144-154.

### **Artikel in Konferenzbänden mit Peer-Review**

Mazziotti, C., Rummel, N., Deiglmayr, A., (2016). Comparing students' solutions when learning collaboratively or individually within Productive Failure. *Proceedings of the 12th International Conference of the Learning Sciences (ICLS 2016)*, pp. 926- 929. International Society of the Learning Sciences, Inc.

- Deiglmayr, A., Rummel, N., & Loibl, K. (2015). The mediating role of interactive learning activities in CSCL: An INPUT-PROCESS-OUTCOME model. *Proceedings of the 11th Conference on Computer Supported Collaborative Learning, CSCL 2015, Vol 2* (pp. 518 – 522). International Society of the Learning Sciences, Inc.
- Deiglmayr, A. & Schalk, L. (2013). Superficial, rather than true, knowledge interdependence in collaborative learning fosters individual knowledge transfer. *Proceedings of the 35th Annual Conference of the Cognitive Science Society* (pp. 382-387). Austin, TX: Cognitive Science Society
- Kaendler, C., Plesch, C., Deiglmayr, A., Diziol, D., Rummel, N., & Spada, H. (2011). Emerging tensions in the future of technology-enhanced learning: First results of an international Delphi study. In H. Spada, G. Stahl, N. Miyake, & N. Law (Eds.), *Connecting computer-supported collaborative learning to policy and practice – CSCL2011 Conference Proceedings, Vol 2* (pp. 676-680). International Society of the Learning Sciences, Inc.
- Plesch, C., Jansen, M., Deiglmayr, A., Rummel, N. Spada, H., Heinze, N., & Cress, U. (2010). Opinions on future research themes for technology-enhanced learning (TEL): A Delphi study. In S. L. Wong et al. (Eds.). *Proceedings of the 18th International Conference on Computers in Education* (pp. 703-707). Putrajaya, Malaysia: Asia-Pacific Society for Computers in Education.
- Kahrimanis, G., Meier, A., Chounta, I., Voyiatzaki, E., Spada, H., Rummel, N., & Avouris, N. (2009). Assessing collaboration quality in synchronous CSCL problem-solving activities: adaptation and empirical evaluation of a rating scheme. In U. Cress, V. Dimitrova, & M. Specht (Eds.), *Learning in the synergy of multiple disciplines (EC-TEL Conference 2009), Lecture Notes in Computer Science* (pp. 267–272). Berlin: Springer
- Meier, A., & Spada, H. (2009). Fostering collaborators' ability to draw inferences from distributed information: a training experiment. In: C. O'Malley, D. Suthers, P. Reimann, & A. Dimitracopoulou (Eds.), *Computer supported collaborative learning practices: CSCL2009 conference proceedings* (pp. 156–158). International Society of the Learning Sciences, Inc.
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- Meier, A., Voyiatzaki, E., Kahrimanis, G., Rummel, N., Spada, H., & Avouris, N. (2008). Teaching students how to improve their collaboration: Assessing collaboration quality and providing adaptive feedback in a CSCL setting. In G. Kanselaar, V. Jonker, P.A. Kirschner, & F. Prins, (Eds.), *International perspectives of the learning sciences: Creating a learning world. Proceedings of the 8th International Conference of the Learning Sciences (ICLS 2008), Vol 3* (pp. 340-341). International Society of the Learning Sciences, Inc.
- Voyiatzaki, E., Meier, A., Kahrimanis, G., Rummel, N., Spada, H., & Avouris, N. (2008). Rating the quality of collaboration during networked problem solving activities, *Proceedings of the 6th International Conference on Networked Learning* (pp. 409-416), Halkidiki, May 2008.
- Harrer, A., Zeini, S., Kahrimanis, G., Avouris, N., Marcos, J. A., Martinez-Mones, A., Meier, A., Rummel, N. & Spada, H. (2007). Towards a flexible model for computer-based analysis and visualization of collaborative learning activities. In C. A. Chinn, G. Erkens & S. Puntambekar (Eds.), *Mice, minds and society. Proceedings of the Computer Supported Collaborative Learning (CSCL) Conference 2007* (pp. 280-282). International Society of the Learning Sciences, Inc.
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G. Trafton (Eds.), *Proceedings of the 29th Annual Cognitive Science Society* (pp. 473-479). Austin, TX: Cognitive Science Society.

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Hauser, S., Spada, H., Rummel, N., & Meier, A. (2006). Expertise development in clinical psychology. In R. Sun, N. Miyake & C. D. Schunn (Eds.), *Proceedings of the 28th Annual Conference of the Cognitive Science Society*. (pp. 1458-1463). Mahwah: Erlbaum.

Spada, H., Meier, A., Rummel, N., & Hauser, S. (2005). A new method to assess the quality of collaborative processes in CSCL. In T. Koschmann, D. Suthers, & Chan, T.W. (Eds.), *Proceedings of the CSCL 2005* (pp. 622-631). Mahwah, NJ: Lawrence Erlbaum Associates.

#### **Abstracts in Konferenzbänden mit Peer-Review (letzte 5 Jahre)**

Peteranderl, S., & Deiglmayr, A. (2019). Does Physics instruction in elementary school boost the learning of experimentation skills? Gemeinsame Tagung der Fachgruppen Pädagogische und Entwicklungspsychologie (paePsy) 2019, Leipzig, Deutschland.

Deiglmayr, A., Edelsbrunner, P., & Markwalder, U. (2019) Sustainable effects of the implementation of inquiry-based physics curricula in elementary school. Gemeinsame Tagung der Fachgruppen Pädagogische und Entwicklungspsychologie (paePsy) 2019, Leipzig, Deutschland.

Peteranderl, S., Deiglmayr, A., Stern, E., & Schumacher, R. (2019). Assessment and training of experimentation skills in primary school children. 18th Biennial Conference for Research on Learning and Instruction (EARLI), August 2019, Aachen, Germany.

Deiglmayr, A., Oberholzer, Y., & Schalk, L. (2018). How effective is the collaborative jigsaw method for individual learning? A meta-analysis. Paper presented at the biannual meeting of the EARLI SIGs 6&7, *Instructional Design and Technology for 21<sup>st</sup> Century Learning*, August 2018, Bonn, Germany.

Deiglmayr, A., & Schalk, L. (2018). *Lernen durch Vergleichen vs. Kontrastieren von ausgearbeiteten Lösungsbeispielen*. 51st Congress of the German Society for Psychology (Deutsche Gesellschaft für Psychologie), September 2018, Frankfurt.

Peteranderl, S., Deiglmayr, A., & Stern, E. (2018). *Lernen durch Vergleichen vs. Kontrastieren von ausgearbeiteten Lösungsbeispielen*. 51st Congress of the German Society for Psychology (Deutsche Gesellschaft für Psychologie), September 2018, Frankfurt.

Peteranderl, S., Deiglmayr, A., Edelsbrunner, P., & Stern, E. (2018). *Assessment and training of experimentation skills in primary school students*. 11th International Conference on Conceptual Change, Epistemic Cognition and Conceptual Change, August 2018, Klagenfurt, Austria

Edelsbrunner, P., & Deiglmayr, A., (2017). *Argumentation about the Control of Variables-Strategy: a large-scale study in primary school*. 17th Biennial Conference for Research on Learning and Instruction (EARLI), August 2017, Tampere, Finland

Deiglmayr, A., & Zander, S. (2017). *Motivation, affect, and body in instructional design: Current research on digital technologies and the assessment of learner states* (Invited Symposium of

- EARLI SIG 7). 17th Biennial Conference for Research on Learning and Instruction (EARLI), August 2017, Tampere, Finland.
- Peteranderl, S., & Deiglmayr, A. (2017). *Assessment and training of experimentation skills in primary school children*. 17th Biennial Conference for Research on Learning and Instruction (EARLI), August 2017, Tampere, Finland
- Peteranderl, S., Deiglmayr, A., Schumacher, R., Edelsbrunner, P., & Stern, E. (2017). *Assessment of misconceptions about experimentation in primary school children*. 17th Biennial Conference for Research on Learning and Instruction (EARLI), August 2017, Tampere, Finland
- Simonsmeier, B.A., Flaig, M., Deiglmayr, A., Schalk, L., & Schneider, M. (2017). *The influence of prior knowledge on learning and transfer: a meta-analysis*. 17th Biennial Conference for Research on Learning and Instruction (EARLI), August 2017, Tampere, Finland
- Stern, E., Schumacher, R., Edelsbrunner, P., Schalk, L., & Deiglmayr, A. (2017). *How regular elementary school teachers can boost their student's conceptual knowledge in physics*. 17th Biennial Conference for Research on Learning and Instruction (EARLI), August 2017, Tampere, Finland.
- Deiglmayr, A., Oberholzer, Y., & Schalk, L. (2016). *Effekte von Wissensinterdependenz in kooperativen Lernsettings auf den individuellen Lernerfolg: eine Meta-Analyse* (Vortrag). Kongress der Deutschen Gesellschaft für Psychologie, September 2016, Leipzig.
- Edelsbrunner, P.A., Deiglmayr, A., Schalk, L., Schumacher, R., & Stern, E. (2016). *Eine grossangelegte Untersuchung des Verständnisses und der Argumentation zu experimentellen Designs bei Grundschulkindern* (Vortrag). Kongress der Deutschen Gesellschaft für Psychologie, September 2016, Leipzig.
- Deiglmayr, A. & Schalk, L. (2016). Learning from comparing and contrasting worked examples does not explain the advantage of weak over strong knowledge interdependence (Vortrag). Paper presented at the biannual meeting of the EARLI SIGs 6&7, *Learning and Instruction at the Crossroads of Technology*, August 2016, Dijon, France.
- Nussbaumer, D., Deiglmayr, A., Saalbach, H., & Grabner, R. (2016). *How are occupational stress, coping and pedagogical content knowledge related in teacher students?* (Vortrag) Paper presented at the biannual meeting of the EARLI SIG 11, Teachers and Teacher Education, June 2016, Zurich, Switzerland.
- Deiglmayr, A. & Schalk, L. (2015). *Interactive and constructive generation of principle-based explanations* (Vortrag). 16th Biennial Conference for Research on Learning and Instruction (EARLI), August 2015, Limassol, Cyprus.
- Stern, E., Edelsbrunner, P., Schumacher, R., Schalk, L., & Deiglmayr, A. (2015). *Physics instruction in elementary school can boost general experimentation skills* (Vortrag). 16th Biennial Conference for Research on Learning and Instruction (EARLI), August 2015, Limassol, Cyprus.
- Edelsbrunner, P., Deiglmayr, A., Schalk, L., Schumacher, R., & Stern, E. (2015). *The development of physics knowledge in elementary school: Relations with cognitive skills* (Poster). 1st REASON Spring School on the Assessment of Scientific Reasoning, März 2015, München.
- Pape, S., Hüther-Pape, L., Deiglmayr, A., Bollini, E., von Kügelgen, L., & Spada, H. (2015). *Choosing versus rejecting revisited: explanations for a framing effect that does not hold true for all countries* (Poster). International Convention of Psychological Science, März 2015, Amsterdam.

Deiglmayr, A., & Schalk, L. (2014). *Zwei Arten von Wissensinterdependenz in kooperativen Lernformen und ihr Einfluss auf konstruktive und interaktive Lernprozesse* (Vortrag). 49. Kongress der Deutschen Gesellschaft für Psychologie, September 2014, Bochum.

Deiglmayr, A., & Schalk, L. (2014). *The degree of knowledge interdependence in collaborative learning influences individual knowledge transfer* (Vortrag). SIG 6-7 Conference, August 2014, Rotterdam, Netherlands.

Edelsbrunner, P., Deiglmayr, A., & Schalk, L. (2014). *Das Verständnis experimenteller Designs im Kindesalter: Analyse und Überarbeitung eines Erhebungsinstruments* (Poster). Zweite Tagung der Gesellschaft für Empirische Bildungsforschung (GEBF), März 2014, Frankfurt am Main.

### **Eingeladene Vorträge**

“Collaborative Learning”. TAL (Teaching for Active Learning) Conference 2018, University of Southern Denmark, November 2018.

“Cooperative decision making from a psychological, small groups perspective”. 32nd Conference of the European Association for Aviation Psychology (EAAP), September 2016, Cascais, Portugal.

“Die Schule von morgen: Lernen in der Welt 4.0”, Treffpunkt Science City, November 2016, ETH Zürich.